**Identifying and Addressing Students’ Reading Comprehension Needs**

Imagine you just finished an extensive interview with Anna and learned the following:

Anna is in the third grade and can pronounce the first three hundred high-frequency words perfectly. But when Anna reads aloud, the words sound like a list. She does not put them together expressively, with phrasing and varied rate. Anna pronounces the words accurately and quickly, but when asked what she is thinking, she is clueless. She says reading is “pronouncing words right” and “answering the teacher’s questions.” She is unable to name a single person in her life that she thinks is a good reader, except Torey, who “gets all A’s.” Anna says she hates reading, because it is boring. She says texting her friends is fun. When asked what she does when she doesn’t understand what she reads, she again seems puzzled, but after a while, she says, “Ask the teacher.”

**LEARNER NEEDS:** Consider the learner characteristics in Box 1.3 on the back.

What do you notice about Anna? What else would you want to know about Anna?

**CONDITIONS FOR SUCCESS:** What might help meet Anna’s needs?(Consider context, texts, tasks, and teaching practices)

Comprehension Problems Possibilities